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AUTHOR Rogalla, Edward V.
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ABSTRACT

Research was conducted to determine areas of strengths and weaknesses of the Food Service/Hospitality Management program of Ferris State University (Michigan). The study examined graduates' perceptions of the preparation they received and of the adequacy of their preparation for the hospitality industry. A literature review focused on strategies being used to meet the challenges of the 1990s in the hospitality industry. A questionnaire was mailed to 268 Ferris State University graduates with an associate and/or bachelor's degree from 1985-90; 93 responded. Findings were as follows: (1) only 3.2 percent of respondents were unemployed; (2) 49.5 percent were very well satisfied or satisfied with their salary; (3) 62.4 percent were very satisfied or satisfied with job security; (4) graduates suggested that some increase in communication skills was needed; (5) 83.9 percent perceived themselves as being as qualified as graduates of other universities and colleges; and (6) 78.5 percent of food service management and 35.5 percent of hotel management graduates felt they were prepared for a management position. Respondents also rated degree of preparedness in individual technical and conceptual skills. Recommendations were for an emphasis on technical and conceptual competencies in hospitality management curricula, increased emphasis on mathematics proficiencies, and a focus on human and emergency resource skills. (Appendixes include the instrument and a list of 18 references.) (YLB)

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COORDINATING EDUCATION & INDUSTRY IN THE 1990'S
A STRATEGY FOR MANAGING A FOOD SERVICE/HOSPITALITY PROGRAM

BY

EDWARD V. ROGALLA

A thesis
submitted in partial fulfillment
of the requirements for the degree of
Masters of Science in Occupational Education
in the School of Education
Ferris State University
Spring 1992

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DEDICATION

To Gill Cobb, Bill Garrison and Alan Gunnell, mentors all. Their commitment to education and industry exemplify the statement, "be the best you can be". Their pride is my pride, and to you gentlemen, thanks for the guidance and the memories.

LIST OF CHAPTERS

Chapter I:	Background and Statement of Problem	Page 1
Chapter II:	Review of Literature	Page 6
Chapter III:	Research and Methodology	Page 20
Chapter IV:	Presentation and Analysis of Data	Page 22
Chapter V:	Summary and Conclusions and Recommendations	Page 56

LIST OF TABLES

TABLE	PAGE
4.01 - Summary of Year of Graduation	22
4.02 - Respondents by term of Graduation	22
4.03 - Summary of Degree Received	23
4.04 - Respondents by Gender	23
4.05 - Summary of Respondents by Age	24
4.06 - Summary of Ethnic Background	24
4.07 - Summary of Respondents Career Status	25
4.08 - Summary of Respondents Industry Segments of Current Employment	26
4.09 - Summary of Respondents time at first job	27
4.10 - Summary of the number of jobs since graduation from F.S.U.	27
4.11 - Summary of Respondents Annual Salary	28
4.12 - Summary of Respondents satisfaction with rate of pay	28
4.13 - Summary of Respondents satisfaction with job security	29
4.14 - Rating of Respondents adequacy of preparedness to communicate in selected industry areas	31
4.15 - Rating of Respondents qualifications and quality of program components.....	32 & 33

4.16 - Respondents satisfaction with F.S.U. and Food Service/Hospitality Management Program.....	34 & 35
4.17 - Summary of Respondents preparedness in selected industry areas	37 - 41
4.18 - Respondents satisfaction relative to the work environment.....	42 - 44
4.19 - Groups and organizations memberships	45
4.20 - Industry type employing Respondents	46
4.21 - Industry type preferred by Respondents	47

CHAPTER I

Background and Statement of the Problem

If we look deep inside ourselves as a core group, we know that the 'basics' consist of spending that one hour in the lobby or the restaurant, meeting and getting to know our guests. For in the end, what every guest wants is to be recognized and thanked for his or her business. In the end, our employees and guests will be positively influenced by the example we set. And that, we will learn, is the real bottom line.

The above quote was made by Joseph S. Bello, CHA in his letter, Back to Basics 101 (1989). With the sudden push for hotel and restaurant professionals, are managers being trained for the needs of industry or the needs of the guest? Is it enough to provide the best price value, consistent quality and functional designs, or is the abstractness of ambiance the secret elixir of the Hospitality Industry in the 1990's.

To be effective in managing the hospitality service facility of the 1990's and beyond, managers will need an array of skills which will serve the needs of employer, employee, and most of all, the guest. The increased education and sophistication of the dining public will require knowledge of food products and nutrition to comply with health standards demanded by these guests. Knowledge and proficiencies in kitchen production procedures will be required of all future managers. The luxury of back and front of the house managers has given way to economic pressures needed to compete in the dynamic hospitality industry.

It would appear that market segmentation will continue, and the philosophy of being all things to all people, will be a doomsday approach to guest appeal

and profitability. Today's managers must be able to create, implement, and evaluate marketing information, in order to be effective in anticipating the changing tastes of an eat away from home society. As the labor crises continues managers will have no choice but to be effective recruiters, excellent trainers and motivators, who are sensitive to the needs and wants of employees and guests.

Effective human resource skills will increase the value of a manager. Labor and its related costs are fast becoming the greatest dollar consumer in a hospitality facility. Prudent management of your greatest asset, an efficient service staff, will contribute to the successful management of a hospitality facility.

Statement of the Problem

There is a need to know if the current curriculum for an Associates Degree in Food Service and Bachelors Degree in Hospitality Management, at Ferris State University, is preparing confident, proficient recruits for a career in the Hospitality Industry of the 1990's.

Purpose of the Study

The results of this study can be used by Faculty, Administration and Advisory Boards to analyze previous program graduates, as well as guide curriculum designs for program enhancement. This research may enlighten industry as to whether or not students are maximizing their academic training. The results of the study may indicate that additional classroom time on a task is required, and encourage subtle changes in teaching delivery techniques. Research of this type may encourage other Food Service/Hospitality Management programs to evaluate their curriculum components. Data obtained by the study will send a message to industry that those who can teach, can do; and those who learn hospitality skills, contribute at a greater proficiency, sooner.

There have been articles published by many authors concerning the needs of industry and the direction Hospitality Education programs should be taking. It must be known if the teachings and the teachers have prepared the student for their first trip to the "real world". Or, as industry prefers to call it, "getting down in the trenches".

The research will look at and compare the graduate's perceptions of the preparation they received at Ferris State University and if their degree work prepared them adequately for the hospitality industry. The information provided by previous graduates is to be the voice of experience which can provide external vision to academic programming. The business of education is

to provide industry, what ever it may be, with a qualified and confident individual who is of value to that industry. This research intends to answer the question of value by surveying the people closest to both education and industry, the graduates of Ferris State University's Food Service/Hospitality Management program.

Research Questions to be Answered

The questions to be answered are as follows:

1. What classroom instructional skills were perceived by graduates as needing improvement?
2. Are there areas of instructional training which require increased emphasis to better prepare graduates for industry?
3. What is the personal and industrial demographic profile of graduates of the Food Service and Hospitality Management program at Ferris State University?
4. Are there program changes which have taken place from 1985 to 1990 which may have enhanced or detracted from the career training received at Ferris State University?

A questionnaire was developed and reviewed by peers as well as testing and assessment specialists from Ferris State University. The Food Service and Hospitality Management program at Ferris State University mailed and received the questionnaires. The intent in gaining information from previous graduates as to ability to compete in the Hospitality Industry can provide guidance for curriculum planning and course content.

Limit and Scope of this Study

The study was conducted with the following limitation: the research was conducted with graduates of Ferris State University only and limited to graduates from 1985 to 1990.

Assumptions

The primary assumptions of this study are:

1. The survey used was valid and reliable.
2. Survey respondents were honest and forthright in completing the surveys.

Format of the Study

This study is organized into five chapters.

Chapter I: **Background and Statement of Problem** includes purpose of study, statement of the problem, research questions to be answered, and format of the study.

Chapter II: **Review of Literature**, contains a review of research already completed and industry commentary that relates to the state of the industry.

Chapter III: **Research and Methodology**, includes the scope of the study, population, development of survey instrument and analytic techniques.

Chapter IV: **Presentation and Analysis of Data**, includes an analysis and presentation of the data obtained in the study.

Chapter V: **Summary and Conclusions and Recommendations**, includes a summary of the findings and conclusions.

CHAPTER II Review of Related Literature

Introduction

The sources of related materials reviewed for this thesis were from several reference areas. The Cornell Hotel and Restaurant Administration Quarterly revealed research that addressed contemporary educational and industrial topics. The quarterly also presented several strategies being used to meet the challenges of the 1990's, in the hospitality industry. Additional information was found by researching The Professional Journal of the Council on Hotel, Restaurant and Institutional Education, known as the Hospitality Research Journal. Journal work published by Florida International University also proved beneficial, their publication is called FIU Hospitality Review. There was a need to have input from the hospitality industry itself. As a result, information was gathered from additional sources. These sources include the Nations Restaurant News, Wall Street Journal, Lodging Management Magazine, Harvard Business Review as well as industry representatives known by the author. Text book authors have also been cited. The essence of the literature review revealed a dynamic industry verged on explosive change, change which Hospitality programs must act with, rather than react to.

"Hospitality Management is defined as the decision making process with respect to the proper allocation of resources to achieve the objectives of hospitality, i.e., the providing of food, lodging, and related services" (Washington 1991).

When developing people and people skills for the Hospitality industry it has be prudent to inquire of the employer what is needed of the new hospitality recruit. Just such a question was asked (Hogan, 1989).

The Tennessee survey comprised managers at 77 Tennessee hotels. Seventeen of these are indepen- dents, while the rest are chain or franchise operations. Together, these hotels represent 16,471 rooms and 10,860 employees. It is interesting to note that the 17 independent hotels have 3,603 rooms and 4,016 of the employees. In contrast, the room-to-employee ratio for the chain and franchise hotels is much more conservative - 12,686 rooms staffed by 6,844 employees. One of the independent hotels, however, is Opryland Hotel, which is an operation like no other in the state.

The hotel operators were particularly interested in hiring graduates in three employment areas. These were marketing and sales, food and beverage, as well as housekeeping management. Even with the responses from Opryland held out, the result is still the same. The second rank of responses showed the hotel operators were also interested in people skills - human relations and service - and they wanted graduates with hands-on-experience. Near the bottom of the hotel's preference list were such specialties as engineering, computers, and finance.

A possible concern regarding hospitality programs is that they may be satisfying themselves and employers, but not meeting the needs of the student. Some insight is found in the following research information.

More than 55 percent of students in four year hospitality management programs intend to be in business for themselves within ten years after graduation. The entrepreneurial option is more popular among hospitality students than among students in traditional business schools, where one-third intend to start or acquire their own business within a decade after graduation. The hospitality related aspect of the study involved a survey of students majoring in hospitality management and enrolled full time in four year universities. Over six hundred surveys were distributed, yielding 364 complete responses for a response rate of 55 percent. The study showed that interest in entrepreneurship

among hospitality students is high and the need to develop entrepreneurial skills is correspondingly high. Coordinating entrepreneurs with academics in the hospitality classroom will combine the necessary insight from the experienced business person with the excitement of the classroom to provide a more effective educational environment and experience, and a curriculum that offers both theory and practice through the integration of cases is likely to provide for hospitality students, the kind of experience associated with successful entrepreneurship." (Cullen-Dick).

The hospitality and tourism industry's tremendous record of growth in recent years has created a great need for a cooperative partnership between educators and industry leaders. Hotel schools currently, need to be more international and understand global cultures. Perhaps the best judge of the success of a hospitality program is the student, however they can't evaluate it until they have completed formal training and are working in the industry.

In an interview with Ted Brezinski (1991), director of Food and Beverage of the Holiday Inn, Jackson, Michigan, Mr. Brezinski commented as to the skills needed of hospitality students and the responsibility industry has in helping develop proficiencies needed to manage the hotels of the 1990's. Comments centered around a balance of classroom learning, and hands-on experience, gained through structured internship programs. In his words, "the classroom cannot teach a manager the ins and outs of daily business problems, that must be learned through on the job experience." It was concurred that the hospitality industry has come of age, and degreed professionals are preferred by management and needed to remain competitive in today's segmented markets. Mr. Brezinski's closing comment re-enforces the direction of the 90's: "We cannot fool the customer any longer, the guest is king, our new boss the guest

has arrived. We are, after all, a service business."

Until very recently, the emphasis within the marketing community has been on products. Services have now surpassed products and have taken on an increased roll in marketing. Services, such as those offered by providers in the hospitality industry, have developed marketing practices that are unique.

The growth in the service sector of the economy has been nothing short of phenomenal in the last ten years. Services now account for over 66 percent of the Gross National Product (GNP) and the growth rate continues to increase each year. The largest proportion of new jobs are created in the service sector, with the growth in the hospitality industry being a major contribution to this growth. What are services? Unlike products, which are tangible, services for the most part are intangible. A service is not a physical good; rather, it is the performance of an act or deed. This performance is generally done on a personal basis, often face-to-face between individuals. What the hospitality industry is selling is an experience. (Reid 1989)

The nineties are going to be an exciting time (Mosser 1989). Turning points have marked the past decade for the hotel industry. Looking ahead to the nineties, the challenge is to continue to anticipate and respond to future turning points. Still, 'my crystal ball is no clearer than anyone else's'. The only thing I can be certain of, is that, in the decade ahead, turning points are going to occur more frequently and more dramatically than ever before.

Nevertheless, over the next few years, many of the changes that will occur are foreseeable; a global marketing environment, more consolidation, more segmentation, growing consumer price sensitivity, and labor shortages. To be serious competitors in the next five to ten years, the hospitality business must learn how to profit from these changes now. Staying in the game requires not only defensive strategies, but a strong offense and an aggressive game plan.

Answering the hospitality bell of the 1990's will be difficult for both industry and education. There are issues to address with regard to curriculum design, and course content, as well as industry and educational integration.

A Gordian knot has clearly placed itself in the line of Hospitality educators, these are the words of Dean John J. Clark, Jr., of the Cornell Hotel and Restaurant Administration School.

I must point out another issue that is underlying the credentials debate - namely, the status of hospitality programs on campus. This issue surfaced in last year's Educators Forum. In short, the argument is that hospitality programs must hire Phd's to maintain and improve their standing on campus, as it widely (if not wisely) regarded that application oriented programs have a lower status than theory oriented disciplines. If we cannot find a Renaissance man or woman for every position, let us seek a mix of doctorate faculty and those with master's level degrees and requisite industry experience. Let us strive to pen nontraditional routes for industry personnel to return to the classroom as temporary faculty or on long term assignments. Let us not try to become so prestige conscious that talented educators who lack the doctorate have no way of sharing their skills with our students (Clark, 1989).

Perhaps the issue of professionalism and management should be answered with a global response as suggested by French Management Schools. Management in France, we learned is a "state of mind" rather than a set of techniques. According to executives like Michel Lafforgue, Director General Technique at L'Oreal, the successful development of executives depends on creating a distinctive shared identity, a sense of belonging to the French managerial class.

France has come closer than any other nation to turning management into a separate profession with its own entry requirements and regulations.

After graduation, the development of French managers continues along these inegalitarian lines, a matter of sponsorship rather than ability. Those apprenticed for general management are chosen for their educational attainment, the standing of the grande e'cole they attended and how well they did on final exams. As in Japan, recruiters initial salary differentials reflect this kind of "authenticated" intellectual caliber (Bassoux-Lawance, 1991).

Lets face it - if we're ever to restructure service, it will not be by going back to anything. Whatever we did back then has contributed to the dilemma in which we find ourselves today, handicapped by a reactive service culture in an age that calls for adoptiveness and global strategies. The link between service and culture is not readily apparent to most hospitality managers. Most have received service management education in the 'people are people' school that teaches us to disregard cultural differences and assume that everyone we manage or serve is pretty much like ourselves. Recognizing and managing culture is essential to the delivery of world class service. The mandate for culturally aware hospitality managers is clear. (Glower-Shames, 1988)

As summed up by Anthony G. Marshall, Dean of Florida International University, "the buzz word of the day seems to be 'strategic'. I am informed that this means that one must be pro-active, not reactive to change." The hospitality industry must be visionary with respect to planning changes and effective in implementing it. Education must be pro-active to these new visions.

To be among the survivors, a strategic approach to cost management is going to have to become a way of life for managers and employees alike. However, this approach will not occur if cost management continues to be seen

as a no-win game or as a choice between low cost and high quality. "The challenge facing hospitality businesses is to turn cost management into an exciting and rewarding activity for everyone - an activity that can increase quality and simultaneously lower cost" (Haywood, 1991).

In answering the question of programing needed to meet the strategic demands of industry and education, are answers provided to the questions of the students? Research done by (Knutson, 1989) and presented at the annual CHRIE conference answers the question of student apprehension about the hospitality industry and industry retention of hospitality graduates.

The first centers on quality of life issues. Although they understand long hours are an integral part of the hospitality industry, these future hoteliers and food service managers are most anxious about the required time commitment they are making. To an open-ended question, about a quarter of each segment said they were scared by the long hours they know they will work. As a result, many, particularly those in foodservice, fear they will "burn out" or won't have enough time for a personal life. Many voiced this latter concern relative to the future when marriage and/or children are part of their lives. In a similar vein, the uneasiness of having to continually relocate surfaced, again, particularly as a future family issue.

The second area about which students are scared centers on perceived personal inadequacies. Those entering the foodservice sector are expressly concerned about not being sufficiently prepared or not being good enough to

succeed. While more than 9 out of 10 think they're at least somewhat prepared to go into the industry, only a third feel very well prepared. At the same time, this group believes they can work well under pressure; nearly half said they work their best while they are subject to tension.

More than 9 out of 10 hotel students likewise feel prepared to go into their industry, with half believing they're very well prepared. Subsequently, they were less likely to express fear of failing or being inadequate to handle their job requirements. Further, while they say they work well under pressure, more of this group doesn't really like to be placed in that type of situation.

By the time these students are upperclassmen, they have completed their 800 hours of Internship; most have worked in some aspect of the hospitality industry to earn money for college; many have even gone through job interviews and may have even accepted a position for after graduation. Still they have expressed these apprehensions. Even with their anxieties, the students are still pleased with their decision to work in some aspect of the hospitality industry. Those going into foodservice operations are especially satisfied - a point which seems to be reflected in their expectation that they will still be working in the industry five years from now.

This look into the future is an especially critical one for both hospitality educators and the industry. It takes four to five years for a student to complete a college degree in hospitality management. If that is added to a five year view into the future, there is a combined ten year

education/industry time resource investment in each student. In this light, it is important to look at three finds. First, overall, about one out of four graduates expect to leave the hospitality field within the next five years. Secondly, there is a marked difference in this expectation based upon industry segment. The hotel industry can expect to lose about one third of its graduate hires, whereas the foodservice companies can anticipate losing only one tenth. Third, neither hospitality education nor the hospitality industry can afford such losses.

The hospitality industry, in general, must worry about losing graduates within five years; just as importantly, individual hotel and foodservice companies must worry about losing them too. In today's work environment, it is more common for employees to change companies than it once was.

While it is encouraging that most students expect to stay with their first company as long as they feel they are being 'treated right,' it is discouraging that 16.6% of hotel students and 27.5% foodservice students expect to leave their first company within three years after graduation. Looking at the five-year mark, these figures jump to more than one third (36.4%) of the hotel group and nearly half (45.1%) of the foodservice set.

Industry, education and the purchasers of the products produced by both, have a gamut of strategies to choose from as they move through the 1990's. Whatever strategy is chosen it must include consideration for the triad of guest, employee and the Company. A strategy which fails to build on the strength of this pyramid does not recognize the trends of the nineties, or beyond. All three (3) parts of the pyramid are interrelated, and depend on communication and cooperation.

The employee, the person who delivers the product, of service in the hospitality industry is being recognized (Caro 1990). "There is no secret to it" insists Meg Crafton, Disney World's director of resorts administration for human resources development, "just a common sense approach to people management . . . striving to treat our employees as we expect them to treat our guests."

Before this management can be exercised, Disney assures its staff with good raw material. Tremendous effort goes into selecting the right person, they know what they are looking for. Previous hotel experience isn't always a necessary requirement, but candidates must bring with them a "sincere desire to serve and care for people."

"From the moment the potential employee a 'cast member', as we call them, enters the casting building, we're concerned with two things: showing them every courtesy we extend to our guests and introducing our corporate culture . . . defining our traditions and expectations clearly".

Industries recognition of the guest was well put in Peter Romeo's article which appeared in Restaurant News. (Romeo 1991) "These are definitely challenging times." The old approaches to hotel food service just don't work anymore. Today you've got to be very creative.

Operators also express concerns about reacting too impulsively in an environment that can be difficult to read.

We used to sit down and make strategy decisions with an emphasis on what our gut feelings told us to do. We realized that we are

not as smart as we thought we were. Customers are very fickle. So today we're investing the time and the money to verify what customers want."

"Its not just because of the war and the recession", says Bill Hulbert, Vice-President of hotel food and beverage operations for Marriott Corp. People are looking for better value. Business appears to have recognized the value of knowing their guests and who their employees are.

Does business know what future employees need? Does industry know what they are concerned about? Do they know how to hold them in the industry? Burnout, sexism and image may sum up the three priority issues facing the hospitality industry employee (Nelson 1991).

Until very recently, the general perception of business management was a structure dominated by males whose leadership style was hierarchial, action-oriented, and even quasi-military. The ideal leader was seen as independent, tough individualistic hero-like a John Wayne character or the real life Lee Iacoca. But now a new generation of women is bringing to business a style often described as more consensus-building, more open and inclusive, more likely to encourage participation by others, and even more caring than that of many males. Smart companies are making room for a diversity of styles, encouraging the development of women leaders along with the men.

Burnout, a term that directly effects industry and indirectly plagues education has been revisited from a new approach (Romm 1989). The store manager is like a director - the person responsible for putting all the elements together to make the restaurant come alive. Under the manager's direction, the restaurant ceases to be a concept or script and becomes a place of motivated social interaction. It is up to the manager to give as much priority to the quality of social interaction as to the state of the steak.

"The feeling and social interaction sold by a restaurant places specific demands on the service staff. The work of food service is inseparable from what sociologist Arlie Hachschild calls 'emotional labor', the management of a feeling to create a publicly observed facial and bodily display". She adds "this labor requires one to induce or suppress feelings to sustain the outward countenance that produces the proper state of mind in others."

Working in "the guest is always right arena" of the hospitality industry will take its toll. If indeed the guests were always right, surges of emotion, directed at guests, most likely would not kindle. In actuality the guest can be wrong, which places a hospitality worker in a position to accept blame for the guest, perhaps a position of emotional servitude. A third person theatrical approach to guest service may be the comedy relief needed when training staff members for the challenge of the face to face encounter called, service.

Status of hospitality workers has long been a thorn in the side of both employer and employee. Being that hospitality training is technical as opposed to theory orientated raises the issue of competence of teachers and relevance of curriculum. (Downey 1988) "Recently, Michigan State University released the results of a survey conducted to analyze careers on the rise. It was revealed that the most sought after college graduate in 1988 would be an individual who majored in hotel and restaurant management".

However, my concern grows deeper for those college graduates who aspire to become hospitality managers for corporations that demand these types of individuals but do not compensate them on a level

that complements this corresponding demand. If educators and industry professionals are working to attract talented men and women who seek management careers in the hospitality industry, adopting a worth/value conscious toward salary levels must be part of that challenge.

Could the status of the hospitality worker be self imposed? Comments made by Brother Herman E. Zaccarelli in the Forward of his book titled, Professional Food Service Management; speak a hard truth.

A poet once said that 'one of the strangest characteristics of a genius is the power of lighting his own fire.' I have served the Hospitality-Food Service Industry for a quarter of a century. During this time, I have known many geniuses. The majority of them lacked the mechanics of the power to light the fire - unfortunate for the second largest consumer industry in the United States. Because of this deficiency we in the industry often turned to others who possessed consulting expertise, but lacked the practical mechanics of industry experience and knowledge.

It would do industry and education well to inspect the three objectives of The Educational Foundation of the America Hotel, Motel Association as stated in their "Salute To Excellence" award.

The first of these is internal to the foodservice industry: The program is designed to help ensure that the winners' examples will reach out to the entire industry, so that all can profit from - and be inspired by - the new standards set by the winners of **Salute to Excellence Awards**.

The second objective is external: The program also recognizes that others - our customers, the general public, and legislators - judge us by the standards we set for ourselves, measured against their expectations. **Salute to Excellence Awards** help to engender public respect for the high standards of performance and quality set within the foodservice industry, and admiration for the individuals who set those standards through their own dedication.

The third objective is to reach students and young people with the message that in foodservice, an industry which values excellence, there are careers waiting to be built that are challenging, inspiring, and rewarding . . . careers in which the limits are established only by one's own imagination and energies.

Found in the review of literature there are issues which business and education must attend to. It appears all too clear that strategies have been developed for meeting the challenges of the nineties. The dilemma created by the numerous issues and strategies is who shall set the standards by which industry becomes profitable in the nineties. Shall education lead business, shall business reinforce education or shall government intervene and form a committee to study both the issues and the strategies? Mediocrity need not be perfected, education and industry can cooperate to be prudent in competing in the 1990's.

CHAPTER III

METHODOLOGY AND PROCEDURES

The questionnaire was an experimental descriptive design to determine the extent to which graduates of a Food Service and/or Hospitality Management program feel training has prepared them for their chosen career field. It also identified skills that need to be taught to students enrolled in post-secondary Hospitality Management Programs.

There were no pilot studies conducted.

Population and Sample Size

The data was gathered using Alumni records maintained by the Ferris State University Food Service/Hospitality Management Program. The respondents to be studied had graduated from Ferris State University with an Associates and/or a Bachelor's Degree. They graduated during a time frame of 1985 through 1990.

This study was conducted in Michigan's second largest Hospitality Management Program.

Development of Survey Instrument

An author-developed questionnaire was reviewed by peers and specialists, and used for the study. The questionnaire contained demographic information in multiple choice format and classroom behavior and achievement information in a scaled response format.

Method of Research

Questionnaires were sent to graduates by use of the last known address on the Alumni data base. The original mailing took place March of 1991. Graduates participating in the research returned their questionnaires to the Food Service/Hospitality Management office. In an attempt to relieve bias, as some respondents may have attended classes taught by the author, returned questionnaires to the Food Service/Hospitality Management office. All questionnaires were saved until the study was completed in case a review of material was needed.

Means and percentages were obtained through analysis and appropriately displayed in charts and tables.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The study has been done to determine the value of training received by students of the Ferris State University Food Service/Hospitality Management Program. The survey placed an importance value on selected food service or hotel management skill. It was intended to determine an increase or decrease in the instruction of the training skill or whether no change is needed in training skills being taught.

The presentation of the data in Chapter IV follows a format of presentation and interpretation of the applicable data received from returned surveys, frequency graphs, and a summary section.

Analysis of Survey Effectiveness.

The survey was sent to all graduates granted an Associates Degree in Food Service and/or graduates granted a Bachelor's Degree in Hospitality Management. There were 268 surveys sent with a return of 93 for a response ratio of 34.4%. Three additional surveys were received after data was analyzed and not included in the results. Tables 4.01 - 4.07 display the demographics of the survey respondents. Table 4.07 summarizes the respondents by their career status.

Table 4.01

Summary of Year of Graduation

Year of Graduation	Number of Respondents	Percent
1985	12	12.9
1986	8	8.6
1987	14	15.1
1988	3	3.2
1989	17	18.3
1990	23	24.7
Other	16	17.2
Total	93	100.00

Please note the number of graduates, Fall - 14 and Winter - 26, for a total of 40. Total Fall/Winter graduates exceed Spring graduates, Spring - 37.

Table 4.02

Respondents by term of Graduation

Term of Graduation	Number of Respondents	Percent
Fall	14	15.1
Winter	26	28.0
Spring	37	39.8
Summer	14	15.1
Other	2	2.2
Total	93	100.00

It should be noted that the total number of Respondents by degree - 110 - is greater than the total number of Respondents - 93. The Ferris State University Food Service/ Hospitality Management Program is a 2 + 2 piggy back degree configuration.

Table 4.03

 Summary of Degree Received

Respondents by Degree	Number of Respondents	Percent
Associates of Food Service	69	74.2
Bachelors of Hospitality Management	41	44.1
Total	110	100.00

Table 4.04

 Respondents by Gender

Gender of Respondents	Number of Respondents	Percent
Female	47	50.5
Male	46	49.5
Total	93	100

Table 4.05

Summary of Respondents by Age

Age of Respondents	Number of Respondents	Percent
20 - 25	71	76.3
26 - 30	19	20.4
31 - 35	1	1.1
36 - 40	1	1.1
Other	1	1.1
Total	93	100.00

Table 4.06

Summary of Ethnic Background

Ethnic Background	Number of Respondents	Percent
Caucasian	80	86.0
Native American	6	6.5
Black	1	1.1
Other	6	6.5
Total	93	100.00

The results show only 3.2 percent of respondents as being unemployed.

Table 4.07

Summary of Respondents Career Status

Career Status of Respondent	Number of Respondents	Percent
Non-Student Working full-time	70	75.3
Non-Student working part-time	6	6.5
Full-time student working full-time	3	3.2
Full-time student working part-time	8	8.6
Part-time student working full-time	2	2.2
Part-time student working part-time	1	1.1
Unemployed seeking work	3	3.2
Total	93	100.00

Rating of industry demographics.

The following pages contain tables 4.08 to 4.13. These tables contain scales using percentages and other appropriate information to show respondents current industry standing and satisfaction.

The results show only 3.2 percent of respondents as being unemployed (Table 4.07). Table 4.08 indicates that 41.9 percent as being employed in industries other than the hospitality industry.

A majority of the respondents are employed in the food service industry 36.6 percent, while 17.3 percent remain in the hotel industry.

Table 4.08

Summary of Respondents Industry Segments of Current Employment

Current Industry Segment of Respondents	Number of Respondents	Percent
Hotel, Commercial	12	12.9
Hotel, Resort	2	2.2
Hotel, No food service	2	2.2
Food service, full service	21	22.6
Food service, fast food	7	7.5
Food service, institutional	6	6.5
Other	43	46.2
Total	93	100.00

Thirty-three and three tenths percent of the respondents stayed in their first job less than 12 months. An additional 20.4 percent left their first job within 18 months.

Table 4.09

Summary of Respondents time at first job

Respondents time at first job	Number of Respondents	Percent
Less than 12 months	31	33.3
12 - 18 months	19	20.4
19 - 24 months	9	9.7
2 - 3 years	9	9.7
3 - 5 years	6	6.5
5 plus years	5	5.4
	14	15.1
Total	93	100.00

Respondents show that the greatest percentage have held two (2) jobs since graduating 34.4 percent, with 30.1 percent holding only one (1) job since graduation.

Table 4.10

Summary of the number of jobs since graduation from Ferris State University

Number of jobs held by Respondents		Number of Respondents	Percent
1		28	30.1
2		32	34.4
3		21	22.6
4		5	5.4
5+		6	6.5
Other		1	1.1
Total		93	100.00

Income information reports 34.0 percent of the respondents earn between \$20,001.00 to \$25,000.00. Incomes between \$25,001.00 and 35,000.00 were being earned by 24.8 percent of the respondents. 49.5 percent are very well satisfied or satisfied with their salary.

Table 4.11

Summary of Respondents Annual Salary

Annual Salary of Respondents	Number of Respondents	Percent
Less than \$20,000	26	28.0
20,001 to 25,000	32	34.0
25,001 to 30,000	14	15.1
30,001 to 35,000	9	9.7
35,001 to 40,000	5	5.4
40,001 to 45,000	1	1.1
greater than 50,000	2	2.2
Not responding	4	4.3
Total	93	100.00

Table 4.12

Summary of Respondents satisfaction with rate of pay.

Salary Satisfaction of Respondents	Number of Respondents	Percent
Very satisfied	13	14.0
Satisfied	33	35.5
Neutral	19	20.4
Dissatisfied	15	16.1
Very dissatisfied	7	7.5
No response	6	6.5
Total	93	100.00

Table 4.13 summarizes the job security of all respondents toward the hospitality industry. It might be noted that personal satisfaction is rated more important than actual income generated.

Satisfaction with job security shows a majority of the respondents being either very satisfied or satisfied, 62.4 percent.

Table 4.13

Summary of Respondents satisfaction with job security.

Job Security Satisfaction of Respondents	Number of Respondents	Percent
Very satisfied	32	34.4
Satisfied	26	28.0
Neutral	19	20.4
Dissatisfied	3	3.2
Very dissatisfied	7	7.5
No response	6	6.5
Total	93	100.00

Ratings of Communication skills, food service/hospitality program perception and University endorsement

Tables 4.14 through 4.16 analyze the respondents level of agreement with communication skills used in the hospitality industry. They also express ratings with regard to University and program perceptions. Table 4.16 provides percentages which compare program and University perception to actual University or program endorsement. Agreement is being measured with a high - low scale. 1 being strongly agreed and 5 being strongly disagree.

The results of Table 4.14 show some increase in communication skills are needed. Although a high percentage of graduages either strongly agree or agree that they were adequately prepared to communicate in the hospitality industry, it must be noted that a greater percentage of respondents only "agree" with their adequacy of preparedness. Sstrongly agree percentage high was 36.6, with a low of 29.0. Agree percentage high was 58.1, low was 47.3.

The lowest percentage response came in the area of communicating with employees, only 29.0 percent strongly agreed to being pre-pared to communicate with employees.

Ratings of of Respondents;

Communication Skills

Food Service/Hospitality Program Perception

University Endorsement

Table 4.14

Rating of Respondents adequacy of preparedness to communicate in selected industry areas.

ITEM	DEGREE OF PREPAREDNESS									
	Strongly Agree (1)		Agree (2)		Neutral (3)		Disagree (4)		Strongly Disagree (5)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Prepared to communicate with public served by industry.	33	33.5	54	58.1	5	5.4	1	1.1	0	0
	Mean 1.720		Standard Deviation .614							
Prepared to communicate with the employer	34	36.6	50	53.6	6	6.5	2	2.2	1	1.1
	Mean 1.774		Standard Deviation .754							

Table 4.14 continued

ITEM	DEGREE OF PREPAREDNESS									
	Strongly Agree (1)		Agree (2)		Neutral (3)		Disagree (4)		Strongly Disagree (5)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Prepared to communicate with employees	27	29.0	44	47.3	18	19.4	3	3.2	1	1.1
	Mean 2.000				Standard Deviation .847					

The results show 83.9 percent of the graduates as being as qualified as graduates of other universities and colleges. The respondents indicated that they would choose Ferris State University again, 81.7 percent.

A majority of food service managements graduates responded as being prepared for a management position (strongly agree, agree 78.5 percent).

Hotel management graduate respondents showed 39.8 percent being neutral to their preparedness for management. Thirty-five and five tenths percent responded as strongly agreeing or agreeing with their adequacy of management.

Seventy-seven and four tenths percent of the respondents strongly agreed 30.1 percent or agreed 47.3 that they were adequately prepared for the industry by the hospitality management program professors.

Respondents show 72.0 percent strongly agree or agree with the adequacy of the equipment and facilities of the hospitality management program.

Table 4.15

Rating of Respondents qualifications and quality of program components.

ITEM	DEGREE OF PREPAREDNESS									
	Strongly Agree (1)		Agree (2)		Neutral (3)		Disagree (4)		Strongly Disagree (5)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Respondents qualifications as compared to graduates of other universities/ colleges.	22	23.7	56	60.2	12	12.9	2	2.2	1	1.1
	Mean	1.968	Standard Deviation					.744		
Respondents adequacy of training for a food service management position.	22	23.7	51	54.8	(11	11.8	5	5.4	4	4.3
	Mean	1.989	Standard Deviation					.776		
Respondents adequacy for a hotel management position.	11	11.8	22	23.7	37	39.8	7	7.5	0	0
	Missing				16	17.2				
	Mean	2.519	Standard Deviation					.852		

Table 4.15 continued

ITEM	DEGREE OF PREPAREDNESS									
	Strongly Agree (1)		Agree (2)		Neutral (3)		Disagree (4)		Strongly Disagree (5)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Respondents adequacy of preparedness by professors in the Food Service/Hospitality program.	28	30.1	44	47.3	15	16.1	6	6.5	0	0
	Mean 1.989				Standard Deviation .853					
Respondents adequacy of equipment and facilities of the food service/hospitality program.	16	17.2	51	54.8	15	16.1	10	10.8	1	1.1
	Mean 2.237				Standard Deviation .902					

The results show 83.9 percent of the graduates as being as qualified as graduates of other universities and colleges. The respondents indicated that they would choose Ferris State University again, 81.7 percent.

A majority of the respondents would choose the food service/hospitality managements program again, 59.1 percent.

A recommendation of the food service/hospitality management program would be made by 83.8 percent of the respondents to a friend.

Table 4.16

Rating of Respondents satisfaction with Ferris State University and Food Service/Hospitality Program.

ITEM	DEGREE OF AGREEMENT									
	Strongly Agree (1)		Agree (2)		Neutral (3)		Disagree (4)		Strongly Disagree (5)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Respondent would choose Ferris State University all over again.	45	48.4	31	33.3	11	11.8	5	5.4	1	1.1
Mean	1.774				Standard Deviation .934					

Table 4.16 continued

ITEM	DEGREE OF AGREEMENT									
	Strongly Agree (1)		Agree (2)		Neutral (3)		Disagree (4)		Strongly Disagree (5)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Respondent would recommend Ferris State University to a friend.	32	34.4	47	50.5	9	9.7	2	2.2	1	1.1
			Missing 2		2.2					
	Mean 1.824				Standard Deviation		.783			
Respondent would choose Food Service/Hospitality management program again.	27	29.0	28	30.1	18	19.4	17	18.3	3	3.2
	Mean 2.366				Standard Deviation		1.178			
Respondent would recommend Food Service/Hospitality Management to a friend.	35	37.6	43	46.2	6	6.5	6	6.5	3	3.2
	Mean 1.914				Standard Deviation		.996			

Ratings of technical and conceptual skills.

In recognizing that a hospitality management curricula should emphasize both technical and conceptual competencies for students working toward an associates and/or bachelor's degree the following tables are presented for review. Both the technical and conceptual competency areas contain specific skills which are appropriate to both food service and hotel management. Importance of the ratings may indicate areas of strength or deficiencies in program design. Importance of preparedness were measured on a high-low scale, 1 being very well prepared and 4 being not prepared.

The results show 32.3 percent of the respondents being poorly prepared for job crisis situations, with 11.8 percent being very well prepared. When responding to the question preparedness for producing sauces and soups 47.3 percent of respondents were adequately prepared, while 24.7 percent were poorly prepared.

Ability of respondents to purchase, identify and cost alcoholic beverage indicated 75.3 very well or adequately prepared while 21.5 percent responded as being poorly prepared.

The research indicates 28.0 percent as being poorly prepared to handle human resource problems with an additional 49.5 percent being adequately prepared.

When asked to respond to their preparedness to handle financial matters during their first management position, 25.8 percent responded as being poorly prepared.

Understanding of equipment or mechanical systems was very well understood by 15.1 percent of the respondents, while an additional 28.0 percent were poorly prepared to understand equipment or systems.

The research results show 31.2 percent of the respondents as being poorly prepared to evaluate and monitor marketing and sales programs 51.6 percent indicated being adequately prepared.

Preparedness to operate as an entrepreneur showed 36.6 percent being poorly prepared and 8.6 percent being very well prepared to manage as an entrepreneur.

Table 4.17

Summary of Respondents preparedness in selected industry areas.

ITEM	DEGREE OF PREPAREDNESS							
	Very Well Prepared (1)		Adequately Prepared (2)		Poorly Prepared (3)		Not Prepared (4)	
	No.	%	No.	%	No.	%	No.	%
Preparedness for physical and mental challenges of Food Service/Hotel industry	19	20.4	63	67.7	9	9.7	2	2.2
	Mean	1.935				Standard Deviation		.622

Table 4.17 continued

ITEM	DEGREE OF PREPAREDNESS							
	Very Well Prepared (1)		Adequately Prepared (2)		Poorly Prepared (3)		Not Prepared (4)	
	No.	%	No.	%	No.	%	No.	%
Preparedness for career in Food Service/Hotel management due to training provided by instructors.	15	16.1	65	69.9	11	11.8	2	2.2
	Mean	2.000					Standard Deviation	.608
Preparedness for career in Food Service/Hotel management due to the quality of instruction.	18	19.4	63	67.7	11	11.8	1	1.1
	Mean	1.924					Standard Deviation	.559
Preparedness for a career in Food Service/Hotel management due to quality of internship.	40	43.0	38	40.9	12	12.9	2	2.2
	Mean	1.739					Standard Deviation	.768
Preparedness for first full time position in the Food Service/Hotel industry.	19	20.4	60	64.5	11	11.8	3	3.2
	Mean	1.911					Standard Deviation	.574
Preparedness to handle job crises situations. (i.e. disciplining employees, thefts)	11	11.8	42	45.2	30	32.3	10	10.8
	Mean	2.419					Standard Deviation	.838

Table 4.17 continued

ITEM	DEGREE OF PREPAREDNESS							
	Very Well Prepared (1)		Adequately Prepared (2)		Poorly Prepared (3)		Not Prepared (4)	
	No.	%	No.	%	No.	%	No.	%
Preparedness to handle life threatening emergencies. (i.e. cuts, burns, heart attacks)	18	19.4	48	51.6	20	21.5	7	7.5
	Mean 2.172		Standard Deviation .829					
Preparedness to manage the day to day operations of a food service kitchen.	15	16.1	60	64.5	14	15.1	2	2.2
	Mean 2.033		Standard Deviation .640					
Preparedness in the skills required for preparing, cooking and serving food.	23	24.7	47	50.5	20	21.5	1	1.1
	Mean 1.989		Standard Deviation .723					
Preparedness to cook and/or serve sauces and/or soups.	18	19.4	44	47.3	23	24.7	4	4.3
	Mean 2.146		Standard Deviation .791					
Preparedness to identify, purchase and cost food.	28	30.1	48	51.6	14	15.1	3	3.2
	Mean 1.844		Standard Deviation .669					

Table 4.17 continued

ITEM	DEGREE OF PREPAREDNESS							
	Very Well Prepared (1)		Adequately Prepared (2)		Poorly Prepared (3)		Not Prepared (4)	
	No.	%	No.	%	No.	%	No.	%
Preparedness to identify, purchase and serve alcoholic beverages.	24	25.8	43	46.2	20	21.5	4	4.3
	Mean 2.000		Standard Deviation .769					
Preparedness as to the uses and classifications of beer, wine and dis- tilled spirits.	23	24.7	44	47.3	18	19.4	3	3.2
	Mean 2.011		Standard Deviation .780					
Preparedness to manage human resources responsi- bilities (i.e. scheduling, interviewing, etc.)	18	19.4	46	49.5	26	28.0	2	2.2
	Mean 2.130		Standard Deviation .744					
Preparedness to manage people in your first full time management position.	14	15.1	62	66.7	13	14.0	1	1.1
	Mean 2.011		Standard Deviation .590					

Table 4.17 continued

ITEM	DEGREE OF PREPAREDNESS							
	Very Well Prepared (1)		Adequately Prepared (2)		Poorly Prepared (3)		Not Prepared (4)	
	No.	%	No.	%	No.	%	No.	%
Preparedness to manage financial matters in your first full time management position (i.e. financial analysis, cash, weekly reports).	21	22.6	46	49.5	24	25.8	1	1.1
	Mean 2.054				Standard Deviation		.732	
Preparedness in understanding food service/hotel equipment and mechanical systems.	14	15.1	52	55.9	26	28.0	1	1.1
	Mean 2.130				Standard Deviation		.650	
Preparedness to implement food service/hotel marketing and/or sales programs.	15	16.1	47	50.5	26	28.0	3	3.2
	Mean 2.167				Standard Deviation		.723	
Preparedness to evaluate and monitor food service/hotel marketing and/or sales programs.	12	12.9	48	51.6	29	31.2	3	3.2
	Mean 2.211				Standard Deviation		.679	

Table 4.17 continued

ITEM	DEGREE OF PREPAREDNESS							
	Very Well Prepared (1)		Adequately Prepared (2)		Poorly Prepared (3)		Not Prepared (4)	
	No.	%	No.	%	No.	%	No.	%
Preparedness to communicate verbally with superiors, peers and subordinates on a one-to-one basis.	25	26.9	51	54.8	15	16.1	2	2.2
	Mean 1.890				Standard Deviation .657			
Preparedness to communicate verbally with superiors, peers and sub- ordinates while in a formal group or meeting situation.	22	23.7	53	57.0	15	16.1	3	3.2
	Mean 1.922				Standard Deviation .640			
Preparedness to operate and manage a food service/ hotel business as an entrepreneur.	8	8.6	42	45.2	34	36.6	4	4.3
	Mean 2.386				Standard Deviation .718			
Preparedness for your first management job advancement in the food service and/or hotel industry.	19	20.4	62	66.7	9	9.7	3	3.2
	Mean 1.889				Standard Deviation .550			

Commentary regarding the intent of the table heading is being used as descriptors to describe levels of preparedness are appropriate at this time. Measures being used to analyze preparedness are: 1 = very well; 2 = adequately; 3 = poorly; 4 = not; As a reference note, due to the competitive arena in which hospitality managers participate, being adequately prepared may be equated to poorly prepared, as related to industry standards and expectations.

Examining the findings on quality of internship in Table 4.17 supports the common wisdom in the hospitality industry that quality of internship relates positively to success in industry. A mean of 1.739 indicates 43% responding as very well prepared.

Finding of Table 4.17 regarding crisis situations reveal 32% of graduates being poorly prepared to react to crisis. Statistical justification favors further commitment to management competencies in this area.

Significant departure from the mean regarding managing people in a first time full time management position is noted. Fourteen respondents were very well prepared while 62 respondents were adequately prepared. Human resource training skills improve as exposure increases; industry standards test graduates human resource skills early on in career progression.

Other departure differences are found in the preparedness to implement marketing and sales programs. Fifteen graduates rated preparedness as, very well prepared, Table 4.17. Mean averages is 2.167, indicating an area to develop additional competencies.

Examining the specific difference in Table 4.17, regarding entrepreneurial preparedness supports concentration of preparing graduates for the corporate setting rather than private enterprise. Group difference of business students indicates Hospitality graduates in business for themselves as an option chosen by 40% of Hospitality students, a percentage greater than the general choice of business students.

Rating of satisfaction relative to the work environment.

Food service and hospitality management educational program emphasize skills which will place a student in a position to enter industry as a contributing manager. Table 4.18 summarizes the respondents satisfaction as to components provided by industry which correspond to skills learned during formal training. Strengths and weaknesses were measured, 1 being the highest and 5 being the lowest.

Table 4.18

Rating of Respondents satisfaction relative to the work environment.

ITEM	DEGREE OF SATISFACTION									
	Very Satisfied (1)		Satisfied (2)		Neutral (3)		Dissatisfied (4)		Very Dissatisfied (5)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Are you satisfied with your rate of pay.	13	14.0	33	35.5	19	20.4	15	16.1	7	7.5
			Missing		6	6.5				
	Mean 2.655					Standard Deviation 1.170				
Are you satisfied with your current job classification.	21	22.6	34	36.6	16	17.2	12	12.9	4	4.3
	Mean 2.356					Standard Deviation 1.31				

Table 4.18 continued

ITEM	DEGREE OF SATISFACTION									
	Very Satisfied (1)		Satisfied (2)		Neutral (3)		Dissatisfied (4)		Very Dissatisfied (5)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Are you satisfied with your present employer.	31	33.3	33	35.3	15	16.1	6	6.5	2	2.2
			Missing		6	6.5				
	Mean 2.023						Standard Deviation 1.011			
Are you satisfied with your ability to organize your time effectively.	33	33.5	39	41.5	10	10.8	5	5.4	0	0.0
			Missing		6	6.65				
	Mean 1.851						Standard Deviation .843			
Are you satisfied you with your ability to speak effectively.	40	43.0	32	34.4	13	14.0	2	2.2	0	0.0
			Missing		6	6.5				
	Mean 1.736						Standard Deviation .799			
Are you satisfied with your ability to write effectively.	28	30.1	38	40.9	15	16.1	5	5.4	1	1.1
			Missing		6	6.5				
	Mean 2.000						Standard Deviation .915			

Table 4.18 continued

ITEM	DEGREE OF SATISFACTION									
	Very Satisfied (1)		Satisfied (2)		Neutral (3)		Dissatisfied (4)		Very Dissatisfied (5)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Are you satisfied with your ability to manage people.	30	32.3	37	39.8	16	17.2	3	3.2	1	1.1
			Missing		6	6.5				
	Mean	1.943					Standard Deviation		.881	
Are you satisfied with your job security.	32	34.4	26	28.0	19	20.4	3	3.2	7	7.5
			Missing		6	6.5				
	Mean	2.161					Standard Deviation		1.200	
Are you satisfied with your food production skills.	28	30.1	35	37.6	16	17.2	1	1.1	3	3.2
			Missing		10	10.8				
	Mean	1.988					Standard Deviation		.956	
Are you satisfied with your hotel, front office skills.	11	11.8	15	16.1	39	41.9	3	3.2	4	4.3
			Missing		21	22.6				
	Mean	2.639					Standard Deviation		.983	

Table 4.18 continued

ITEM	DEGREE OF SATISFACTION									
	Very Satisfied (1)		Satisfied (2)		Neutral (3)		Dissatisfied (4)		Very Dissatisfied (5)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Are you satisfied with your housekeeping skills.	16	17.2	16	17.2	34	36.6	3	3.2	5	5.4
			Missing		19	20.4				
	Mean 2.527					Standard Deviation 1.08				
Are you satisfied with your immediate supervisor.	19	20.4	38	40.9	19	20.4	5	5.4	3	3.2
			Missing		9	9.7				
	Mean 2.226					Standard Deviation .986				

Analyzing information from Table 4.18 assesses satisfaction categories. Three categories of question are represented, one type is satisfaction with chosen career, another is satisfaction of level of skill achieved and one represents the importance of communication skills. Disparity from mean is indicated in satisfaction with rate of pay, front office and executive housekeeping skills.

Examining ability to speak effectively indicates a high level of competency and comfort. Analyzing ability to manage people also indicates competency and comfort.

Competency of verbal communication may prove a reliability indicator in a positive correlation as to over all general people skills. Another subject for future research.

A question was asked that assessed satisfaction or dissatisfaction with food production skills. Graduates mean response indicated a precieved strength in production skills. Results indicate high cullinary satisfaction, possibly related to the strength of a two plus two degree configuration.

Ratings of activity in groups and organizations.

Rating by respondents to group and organizational membership. Table 4.19 addressed two (2) areas of membership, social groups and organized activities. Frequencies of yes responses to being active in groups or activities may warrant revisiting. The gregarious nature of the hospitality industry may attract recruits who are adapt to employing group solving techniques encouraged by the industry.

Table 4.19

Groups and organizations memberships.

	<u>Yes</u>		<u>No</u>	
	No.	Percent	No.	Percent
Did you belong to a fraternity or sorority?	18	19.4	75	80.6
Did you belong to a non-fraternal/sorority club or organization?	56	60.2	47	51.6
Did you participate in organized intramural athletics?	45	48.4	48	51.6
Did you participate on a Ferris State University athletic team?	10	10.8	83	89.2

Rating of Business type employing graduates.

Rating of respondents current business classification and which business classification they preferred to be employed by echoes preceding research findings. Table 4.20 shows the current employment classification of graduates and Table 4.21 presents the classification preferred by graduates. Preferring self employment was selected by 48.4 percent of the respondents.

Table 4.20

Industry type employing respondents.

	<u>Yes</u>		<u>No</u>	
	No.	Percent	No.	Percent
Do you currently work for a -				
Multi-unit corporation:	47	50.5	46	49.5
Multi-unit corporation/franchise:	12	12.9	81	87.1
Multi-unit company/independent owner:	8	8.6	85	91.4
Single-unit company/independent owner:	9	9.7	84	90.3
Self-employed:	5	5.4	88	94.6

Table 4.21

Industry type preferred by respondents.

	<u>Yes</u>		<u>No</u>	
	No.	Percent	No.	Percent
Respondent would prefer to work for a -				
Multi-unit coporation:	40	43.0	53	57.0
Multi-unit corporation/franchise:	12	12.9	81	87.1
Multi-unit company/independent owner:	6	6.5	87	93.5
Single-unit company/independent owner:	13	14.0	80	86.0
Self-employment:	45	48.4	48	51.6

CHAPTER V

Summary, conclusions and recommendations.

SUMMARY

The intent of this chapter is to provide a summary of the study, draw conclusions and make recommendations.

The researcher's purpose in conducting the study was to determine areas of strength or weakness of the Food Service/Hospitality Management program of Ferris State University. The timing of the study is hoped to be of some assistance in planning for the upcoming curriculum transition. As of Fall 1993, Ferris State University must convert to a two (2) semester teaching year from the current three (3) term system of academic scheduling. In particular it will be necessary to reduce the total number of credit hours required for graduation which will in turn reduce the numbers of credit hours which a program can offer. In restructuring the Food Service degree and the Hospitality degree, a goal of the Ferris State University program is to maintain current curriculum content and quality. In order to maintain program integrity, course offerings will have to be merged and consolidated to meet with a semester teaching unit. It is intended that this research be viewed as a budget is viewed in business, only as a benchmark against which decisions can be made.

CONCLUSIONS

Question #1: What classroom instructional skills were perceived by graduates as needing improvement?

The results indicate that an upgrading in communication skills is needed. A high percentage of graduates either "strongly agreed" or "agreed" that they were adequately prepared to communicate in the hospitality industry.

It must further be noted that a greater percentage of respondents only "agree" with their adequacy of preparedness. The lowest percentage response came in the area of communicating with employees, only twenty-nine percent "strongly agreed" to being prepared to communicate with employees.

Referenced by several sources are comments which relate to human resources and training, as it relates to the hospitality industry. It is essential that the manager of the 90's be a good trainer and a great role model, a manager must be an excellent communicator with the guest, employee and employer. A hospitality manager must be able to effectively communicate vertically and horizontally within the structure of the organization.

Training the new employee often falls in the job requirement of a mid-manager in the hospitality industry. To be concerned about who trained the trainee is a must question to ask. Communication is crucial to the success of an ongoing training program. The research indicates a greater percentage of

respondents to be comfortable with their writing skill than with their speaking skills.

Question #2: Are there specific areas of instructional training which require increased emphasis to better prepare graduates for industry?

Research of program skills being taught indicate that Hospitality graduates must be both technical and conceptual. When questioning respondents it was noted that nearly a third of the respondents were not prepared to react to job crisis situations.

It appears that hospitality managers are confronted with human resource problems early in their career. Little time is available for trainees to master these competencies on-the-job. Respondents indicated that over fifty percent were in need of additional post-secondary training, prior to entering business.

Financial matters and understanding financial information is a necessary element of successful management. Respondents did not feel prepared to manage financial matters as a manager in their first full time management position.

With regard to purchasing, identifying and costing food and beverage products, a majority of respondents, responded, as being prepared to implement programs in their first management position.

This, in spite of the fact that Ferris State University graduates are not culinary majors, but managers of the culinary division. The majority of respondents were prepared to produce food items in a commercial kitchen.

Respondents indicated a lack of ability with regard to marketing and sales training. Little chance is given for trainees to master techniques in sales and marketing in classroom settings. Practical applications need to be merged with classroom teaching practices.

Graduates did not feel that they were trained to be an entrepreneur, nor could they manage a business as an entrepreneur. Students should be prepared through formal training to enter any aspect of the Hospitality industry.

Question #3: What is the personal and industrial demographic profile of graduates of the Food Service and Hospitality Management program at Ferris State University?

Response to questions regarding employment show all but 3.2 percent of graduates working. Being that Ferris State University graduates have a business core concentration, graduates may be marketable outside the Hospitality Industry.

As previous research as well as research in had have indicated graduates do leave the industry in substantial numbers. The loss to industry and education is too great, substantiating an answer to the above stated problem must continue.

"Job hopping" during the first five years of a graduates career is evident. In excess of fifty percent of respondents indicating leaving a first employment position within eighteen months of first hire.

Income as reported by respondents indicate satisfaction with rate of pay. Greater than fifty percent of respondents were earning in the \$20,000.00 to \$35,000.00 income bracket.

Research points to the fact that graduates are comfortable with job security. Apparently industry strength is perceived by graduates who are staying in the Hospitality industry.

Question #4: Are there program changes which have taken place from 1985 to 1990 which may have enhanced or detracted from the career training received at Ferris State University?

Respondents indicated being as job ready as graduates from other Universities. This might be explained by the concentration in business core courses as well as two required internships which all Hospitality graduates must complete in a related hospitality management experience.

A majority of respondents would choose the Ferris State University Food Service/Hospitality Management program again. An even greater number of respondents indicated willingness to recommend the Ferris State University Food Service/Hospitality Management program to a friend. The placement rate of

Ferris State University graduates is in excess of ninety percent. Companies recruiting graduates have shifted from independent companies to multi-unit corporations, which may provide greater job advancement as well as remuneration.

Graduates showed an undesirable rate of confidence for the adequacy of the equipment and facilities of the food service/hospitality program. The current West Commons facility was put into service in 1987.

Rating of respondents as to the ability of the food service/hospitality management program professors in preparing graduates for industry management positions was high. It should be noted that all professors currently located in the program were hired between 1986 and 1988 and each possess substantial industry experience.

Respondents indicated that if they had to choose a University again, greater than eighty percent would choose Ferris State University.

RECOMMENDATIONS

The general purpose of the study was to determine the appropriate mix of human, conceptual and technical competencies needed by recruits choosing Hospitality Management as a career. By questioning business graduates that have graduated from a Hospitality training program, it is expected to determine what industry requires of managers who have been trained in a post secondary Hospitality Management program. The specific objective of the study was to identify the extent to which graduates understand marketing, human resources, food production and food production procedures.

Research recommends that hospitality management curriculums emphasize both technical and conceptual competencies for students working toward food service and/or hospitality management degrees. Both technical and conceptual competency areas contain skills which are appropriate to the hospitality trainees. Hospitality and food service management educational programs emphasizing placement of graduates into entry level management positions would do well to emphasize the human competencies as well as the technical and conceptual skills which will be crucial to successful management.

It is imperative for hospitality management educators to keep abreast of emerging trends, incorporating new competencies not included in existing curriculum content. Industry savvy creates a level playing field for a students transition from academia to the world of work.

Hospitality and food service professionals prefer to hire trainees who are as job ready as possible. This job readiness results when managers are able to contribute effectively and efficiently to the management of people, resources and money.

Treating guest satisfaction as a top priority and recognizing human relations as it relates to human personality is not a matter of recreating the wheel. For after all we are in the service industry, and all our guest really wishes, "is to be thanked for his or her patronage", and all our staff wishes, is to be "treated right". The nineties and beyond are dynamic times for the Hospitality industry and a pro-active cooperation by education and industry appears to create a win, win, profile for education and industry.

Creating course content to address the ability to implement marketing and sales programs. Increased competition places added emphasis to analysis and evaluate market position and strategy on a regular basis. Course content must be specific as to evaluation techniques, cost effectiveness and personal maturation and training. Practicum and theory would be served if mixed at an instruction ratio of one to one.

Data indicated increased emphasis on mathematics proficiencies. Accurate financial information and the ability to develop and analysis financial data is primary to business interrogatory. Accounting course content which emphasis work problems and practical application would seem relevant. Providing interns with additional time on study during internship in the accounting department is a recommendation.

Graduates were asked questions regarding level of satisfaction with business skills as an entrepreneur. The response levels indicate concern with ability to manage a hospitalitiy facility as an individual proprietor. Using a mix of independent study courses and traditional classroom delivery techniques may be a catalyst for developing an entrepreneurial mind set which blends personal responsibility with group interdependability.

Research results reveal concern of respondents with regard to human and emergency resource skills. Indices which assess todays hospitality industry point to a continued focus for employee satisfaciton. The human resource skills of a manager is a trait which industry value. Implementing case study and race playing into management course content would be advised. Internship sites would be of great value in assisting in human relations development skills. Pursue a practicum segment in management training which would allow interns to witness job crisis meetings.

Hospitality managers, verbal communication skills, and written communication skills, are interrelated to the ability of successful management. All managers must possess the ability to communicate effectively with management, co-workers, employees and most assuredly the guest. All courses, regardless of content, adopt verbal presentations or demonstrations, which allow students to become a trainer. The underlying strength of human resources is the strength of a training committment. A committment to training implies the use of effective and trained managers.

APPENDICES

**GRADUATE SATISFACTION QUESTIONNAIRE
SECTION I - EDUCATION AND TRAINING**

Directions: Circle the number which corresponds to your agreement to each item.

- 1 = Strongly Agree
2 = Agree
3 = Neutral
4 = Disagree
5 = Strongly Disagree

Upon graduation I found I:

1. Was as qualified for my professional position as graduates from other colleges/universities.
2. Was adequately trained to undertake a position in Food Service Management.
3. Was adequately trained to undertake a position in Hotel Management.

I was adequately prepared to:

4. Communicate with the Food Service/Hotel Public.
5. Effectively communicate with my employer.
6. Effectively communicate with my employees.
7. If I had it to do over again I would still choose to attend Ferris State University.
8. I would choose the same program I received my degree in.
9. Most of my professors in the Food Service/Hospitality Management Program were good teachers.
10. The facilities and equipment used for training in the Food Service/Hospitality Management Program were adequate.
11. I would recommend Ferris State University to a friend considering college training.
12. I would recommend the Food Service/Hospitality Management Program at Ferris State University to a friend considering Hospitality career training.

STRONGLY AGREE
AGREE
NEUTRAL
DISAGREE
STRONGLY DISAGREE

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

In this section of the questionnaire, you will be asked to think back to your under/graduate education while enrolled in the Food Service/Hospitality Management Program at Ferris State University. We would like you to respond to your level of preparedness in the areas listed, as a result of training you received while at Ferris State University.

- 1 = Very well prepared
2 = Adequately prepared
3 = Poorly prepared
4 = Not at all prepared

1. Preparedness for the physical and mental challenges of the Food Service/Hotel Industry.
2. Preparedness for a career in Food Service/Hospitality Industry due to the training provided by instructors.
3. Preparedness for a career in Food Service/Hospitality Industry due to the quality of instruction.
4. Preparedness for a career in Food Service/Hospitality due to the quality of internship.
5. Preparedness for your first full time position in the Food Service/Hospitality Industry.
6. Preparedness to handle job crises situations (i.e. disciplining employees, theft).
7. Preparedness to handle life threatening emergencies (i.e. cuts, burns, heart attack).
8. Preparedness to manage the day to day operations of a food service facility kitchen.
10. Preparedness in the skills required for preparing, cooking and serving food.
11. Preparedness to cook and serve sauces and/or soups.
12. Preparedness to identify, purchase and cost food.
13. Preparedness to identify, purchase and serve alcoholic beverages.
14. Preparedness as to the uses and classifications of beer, wine and distilled spirits.
15. Preparedness to handle human resource responsibilities (i.e. scheduling, interviewing, etc.).
16. Preparedness to manage people in your first full time management position.
17. Preparedness to handle financial matters in your first full time management position (i.e. financial analysis, rectifying cash, weekly reports).

VERY WELL PREPARED
ADEQUATELY PREPARED
POORLY PREPARED
NOT PREPARED AT ALL

1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

- | | | | | |
|--|---|---|---|---|
| 18. Preparedness in understanding food service/hotel equipment and mechanical systems. | 1 | 2 | 3 | 4 |
| 19. Preparedness to implement food service/hotel marketing and/or sales programs. | 1 | 2 | 3 | 4 |
| 20. Preparedness to evaluate and monitor food service/hotel marketing and/or sales programs. | 1 | 2 | 3 | 4 |
| 21. Preparedness to communicate with superiors, peers and subordinates on a one-to-one basis. | 1 | 2 | 3 | 4 |
| 22. Preparedness to communicate verbally with superiors, peers and subordinates while in a formal group or meeting situations. | 1 | 2 | 3 | 4 |
| 23. Preparedness to operate and manage a food service/hotel business as an entrepreneur. | 1 | 2 | 3 | 4 |
| 24. Preparedness for your first management job advancement in the food service and/or hotel industry. | 1 | 2 | 3 | 4 |

SECTION II - DEMOGRAPHIC INFORMATION

Directions: Please place an "x" in the box next to the response which best answers the item. Everyone should complete this section.

25. When did you graduate?

- ☐ 1. Fall
☐ 2. Winter
☐ 3. Spring
☐ 4. Summer

- ☐ 1. 1985
☐ 2. 1986
☐ 3. 1987
☐ 4. 1988
☐ 5. 1989
☐ 6. 1990

26. What age?

- ☐ 1. 20-25
☐ 2. 26-30
☐ 3. 31-35
☐ 4. 36-40
☐ 5. 41-45
☐ 6. 46-50

27. Sex?

- ☐ 1. Female
☐ 2. Male

28. Degree received? (Check all that apply)

- ☐ 1. AAS/F.S.
☐ 2. B.S./H.M.
☐ 3. Other

29. Zip Code _____ / _____

30. How many years did you attend Ferris State University (FSU) for your earned degree? (Check to the nearest year).

- ☐ 1. One year
☐ 2. Two years
☐ 3. Three years
☐ 4. Four years
☐ 5. Five years
☐ 6. More than five years

31. What is your racial/ethnic background? (Mark only one)
This information is OPTIONAL.

- ☐ 1. Afro-American Black
☐ 2. Caucasian
☐ 3. Asian
☐ 4. Native American
☐ 5. Hispanic
☐ 6. Other

32. Which statement best describes your present status?

- ☐ 1. Full-time student working full-time
☐ 2. Full-time student working part-time
☐ 3. Part-time student working full-time
☐ 4. Part-time student working part-time
☐ 5. Non-student employed full-time (35 hours or more per week)
☐ 6. Non-student working part-time (less than 35 hours per week)
☐ 7. Unemployed - looking for a job
☐ 8. Unemployed - not looking for work

33. How many jobs have you held since graduation from Ferris State University?

- ☐ 1. One
☐ 2. Two
☐ 3. Three
☐ 4. Four
☐ 5. Five or more

34. What is your marital status?

- ☐ 1. Single
☐ 2. Separated
☐ 3. Widowed
☐ 4. Married
☐ 5. Divorced
☐ 6. Prefer not to respond

35. What was your G.P.A. at graduation from Ferris State University (FSU)?

- ☐ 1. Less than 2.0
☐ 2. 2.01 to 2.50
☐ 3. 2.51 to 2.50
☐ 4. 2.51 to 3.00
☐ 5. 3.51 to 4.00

36. Did you belong to a fraternity or sorority?

- ☐ 1. Yes
☐ 2. No

37. Did you belong to a non-fraternity/sorority club or organization?

- ☐ 1. Yes
☐ 2. No

38. Did you participate in organized intramural athletics?

- ☐ 1. Yes
☐ 2. No

39. Did you participate on a Ferris State University athletic team?

- ☐ 1. Yes
☐ 2. No

40. Your annual salary level inclusive of extra pay (bonuses, per diem)?

- ☐ 1. Less than \$20,000
☐ 2. \$20,001 - \$25,000
☐ 3. \$25,001 - \$30,000
☐ 4. \$30,001 - \$35,000
☐ 5. \$35,001 - \$40,000
☐ 6. \$40,001 - \$45,000
☐ 7. Greater than \$50,000
☐ 8. Prefer not to respond

41. How long did you remain at your first job after graduation?

- ☐ 1. Less than 12 months
☐ 2. 12-18 months
☐ 3. 19-24 months
☐ 4. 2-3 years
☐ 5. 3-5 years
☐ 6. Greater than 4 years

42. Which best describes the industry segment in which you are currently employed?

- ☐ 1. Hotel/commercial
☐ 2. Hotel/Resort
☐ 3. hotel no food service
☐ 4. Food service/School institution
☐ 5. Food service/full service
☐ 6. Food service/Fast food
☐ 7. Other

Directions: Circle the number which corresponds with your degree of satisfaction on each item.

- 1 = Very satisfied
2 = Satisfied
3 = Neutral
4 = Dissatisfied
5 = Very dissatisfied

43. Relative to your work environment how satisfied are you with your:

1. Rate of pay?
2. Current job classification?
3. Present employer
4. Ability to organize your time effectively?
5. Ability to speak effectively?
6. Ability to write effectively?
7. Ability to manage people?
8. Job security?
9. Food production skills?
10. Hotel, front office skills?
11. Housekeeping skills?
12. Immediate supervisor?

VERY SATISFIED
SATISFIED
NEUTRAL
DISSATISFIED
VERY DISSATISFIED

- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |

44. Do you currently work for a: (Check all that apply)

- ☐ 1. Multi-unit corporation?
☐ 2. Multi-unit Corporation/Franchise?
☐ 3. Multi-unit Company Independent Owner?
☐ 4. Single unit Company Independent Owner?
☐ 5. Self-employed?

45. Would prefer to work for a: (Check all that apply)

- ☐ 1. Multi-unit corporation?
☐ 2. Multi-unit Corporation/Franchise?
☐ 3. Multi-unit Company Independent Owner?
☐ 4. Single unit Company Independent Owner?
☐ 5. Self-employed?

"THANK YOU"

Your assistance and time taken to respond to this questionnaire will help us, the Faculty of the Food Service/Hospitality Management Program, prepare a better quality employee for you and the Hospitality Industry.

P.S. The number on the back of the return envelope is not for identifying purposes - it is there to validate the survey. If we do not receive ample responses to create a valid survey it may require a second mailing. We simply do not want to bother those of you who have already responded.

Edward Rogalla
901 S. State Street
W.C. 106
Ferris State University
Big Rapids, MI 49307-2295

Telephone (616) 592-2396

**FERRIS STATE UNIVERSITY
FOOD SERVICE/HOSPITALITY MANAGEMENT**

Preferred Mailing Address: ☐ Home ☐ Work ☐ Parent

FS 19____ HM 19____ Social Security #_____

Last Name _____ Maiden Name _____

First Name _____ Spouse's Name _____

I. Continuing Education at _____

Major _____

II. Place of Work _____

Position _____

Work Street Address _____

city _____ state _____ zip _____ work phone _____

III. Home Street Address _____

city _____ state _____ zip _____ Home Phone _____

IV. Parent's Street Address _____

city _____ state _____ zip _____ Parent's Phone _____

Ferris State University

Food Service/Hospitality Management

April 1991

Dear Alumni:

Enjoy a cup of coffee on us. Sit back from your day-to-day operations to give us ten minutes of your time.

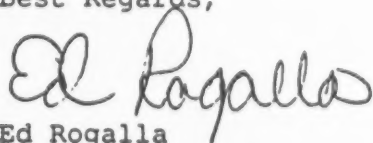
We are in the process of examining our curriculum, as we must prepare to convert from a three term school year to a two semester system by the Fall of 1993. Having experienced the first time job and subsequent experiences, you are in a special position to help us. We would like to know your impressions of the training you received, how course work contributed to your career and recommendations you may have for curriculum restructuring.

Your responses to this survey will be confidential. Information collected as a result of this survey will be used and reviewed by the Faculty members of the Food Service and Hospitality Management Program.

We sincerely appreciate your cooperation. If possible please return your completed survey by May 1, 1991. The welcome mat is out at West Commons - "we would like to see ya!"

Keep in Touch.

Best Regards,



Ed Rogalla
Assistant Professor
Food Service/Hospitality Management

Enclosures

P.S. An alumni card is included for changes. Your response to the alumni card is optional.

Ferris State University

Food Service/Hospitality Management

May, 1991

Dear Alumni:

YOUR HELP IS NEEDED. SECOND REQUEST. URGENT PLEASE RESPOND!

We are in the process of examining our curriculum, as we must prepare to convert from a three term school year to a two semester system by the Fall of 1993. Having experienced the first time job and subsequent experiences, you are in a special position to help us. We would like to know your impression of the training you received, how course work contributed to your career and recommendations you may have for curriculum restructuring.

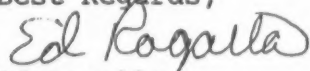
Your responses to this survey will be confidential. Information collected as a result of this survey will be used and reviewed by the faculty members of the Food Service and Hospitality Management program.

We would sincerely appreciate your cooperation. Please return your completed survey by June 21, 1991.

The welcome mat is out at West Commons - "we would like to see ya!"

Keep in touch.

Best Regards,



Ed Rogalla
Assistant Professor
Food Service/Hospitality Management

Enclosure

P.S. An alumni card is included for changes. Your response to the alumni card is optional but would be appreciated.

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